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ABSTRACT

Teaching reading in the content area of social studies is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 9 citations from "Resources in Education" (RIE); (2) 13 citations from "Current Index to Journals in Education" (CIJE); (3) 23 commercially available "Student and Teacher Materials" (13 student materials and 10 teacher resources); and (4) 4 related professional organizations that may prove helpful in this area. (DC)

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REFERENCE SHEET ON READING IN THE SOCIAL STUDIES

ERIC Clearinghouse for Social Studies/Social Science Education Boulder, CO

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This reference sheet is provided as a service of ERIC/ChESS. It is intended to indicate the variety of useful materials available by listing a sampling of current materials and resources representing various educational strategies and a diversity of developers or publishers. It is our hope that this document will assist you to broaden your search for appropriate, stimulating, and pedagogically sound educational materials. We welcome your interest and hope that ERIC/ChESS may be of further service to you in the future.

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If you have any further questions or need information on any topic in the area of social studies/social science education, please let us know by letter to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302, or by phone (303) 492-8434.

CONTACT A PROFESSIONAL ORGANIZATION

Children's Book Council
67 Irving Place
New York, New York 10003

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

International Reading Association
P.O. Box 8139
800 Barksdale Road
Newark, Delaware 19711

National Council for the Social Studies
Special Interest Group on Reading in the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016

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June 1982

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ED 209 633. PRIMARY GRADE CONTENT READING: WHY AND HOW, by Betty Anderson and Rosie Webb Joels. 1980. 22 pp. EDRS price: MF01/PC01 plus postage.

The features of content area materials that can be manipulated to improve primary-grade content area reading instruction are explored in this paper. Sections of the paper examine organizational patterns, writing styles, vocabulary, and other characteristics of primary materials in a variety of curricular areas, including social studies. Suggestions are offered for creating activities to improve students' reading skills in these subject areas.

ED 208 372. HIGH YIELD STUDY SKILLS INSTRUCTION, by Archie Davis and Elvis Clark. 1981. 12 pp. EDRS price: MF01/PC01 plus postage.

The techniques of chapter mapping, reading chapter keys, and "T-note" making can help a student overcome immediate academic problems and stimulate student interest in taking a more thorough study skills courses at a later time. These techniques provide the student with several immediate benefits, including a one-page list of all topics discussed in the chapter, a visual overview of the chapter's scope and sequence, and a single reference page to look at while the instructor lectures.

ED 208 358. BUILDING VOCABULARY IN EVERY CONTENT AREA, by Donald C. Cushenbery. 1981. 13 pp. EDRS price: MF01/PC01 plus postage.

If students are to gain complete understanding of reading material in content areas, they must be exposed to a well-developed program of vocabulary enlargement in every subject area. Content area teachers must develop a careful program for building these skills based on eight principles, including introducing the words chosen for study as part of a sentence and never in isolation, providing meaningful exercises and lessons for practice with newly learned words, and informing students that a word may have different meanings and functions depending on sentence structure. Activities and evaluation procedures are suggested.

ED 208 344. PROJECT READ: SECONDARY READING, by Eva Swenarton and others. 1981. 35 pp. EDRS price: MF01/PC02 plus postage. PC also available from Ypsilanti Public Schools, 210 West Cross Street, Ypsilanti, Michigan 48197 ($2.00).

This document describes a content area reading program developed at Ypsilanti (Michigan) High School. The first section presents an overview of the program while the second contains a general description of activities developed as part of the program for grades 9 and 10. The activities, designed to develop comparing/contrasting skills, focus on contrasting synonyms and antonyms, comparing World Wars I and II, comparison of job interviewing behaviors, and comparison of four presidential candidates.

ED 207 065. TEACHER'S GUIDE TO NEWSPAPERS IN EDUCATION, by Helen Cole. 1978. 132 pp. EDRS price: MF01/PC06 plus postage. PC also available from Waco Tribune-Herald, Box 1100, Waco, Texas 76703 ($10.00).

This guide lists activities using the local newspaper as an educational resource to develop content area reading skills. The activities are categorized into four sections according to the content area to which they apply; content areas included are language arts, social studies, mathematics, and science. A fifth section on newspaper publishing covers newspaper terminology, how to study the newspaper, how the newspaper is put together, and how to read a newspaper.

ED 206 555. READING IN THE SOCIAL STUDIES CLASSROOM, by Terry L. Bullock and Karl D. Hesse. 1981. 61 pp. EDRS price: MF01 plus postage. PC available only from National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($6.95).

This publication examines reading instructional techniques that can be used by teachers to diagnose and remedy students' weaknesses in reading social studies materials. The first chapter discusses trends related to reading in the social studies and problems presented by social studies texts. The following two chapters focus on prereading exercises that can be used to prepare students for social studies materials and active reading behaviors that can make students fuller participants in the educational exchange between text and reader. The final chapter focuses on implementation. Issues discussed include education of the handicapped, individualized instruction, the reluctant reader, the teacher's role, and inservice and professional growth.

ED 200 944. 58 WAYS TO IMPROVE STUDENT READING: TIPS FROM SUCCESSFUL TEACHERS IN THE NATIONAL DIFFUSION NETWORK, by Shirley Boes Neill. 1981. 12 pp. EDRS price: MF01/PC01 plus postage. PC also available from Far West Lab for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($0.50 plus self-addressed, stamped envelope).

The suggestions in this booklet on teaching students to read came from successful veteran teachers. The 58 ideas are arranged according to the following topics: (1) tips on encouraging young students to read, (2) tips on encouraging teenagers to read, (3) tips for content area teachers to use with junior high school students, (4) tips for content area teachers to use with remedial students, (5) what to do when the text is too difficult for a student, and (6) suggested assignments following independent reading.

ED 195 971. GUIDES FOR TEACHING SECONDARY STUDENTS TO READ IN SUBJECT AREAS, by Lory Nels Johnson. 1980. 43 pp. EDRS price: MF01/PC02 plus postage.

This booklet is intended to help secondary school teachers with content area reading instruction. Sections of the book contain step-by-step guidelines for successful reading experiences in eight curricular areas, including social studies. The booklet also contains a glossary of reading terms and appendixed information on the cloze procedure and the maze technique, the Fry Readability Formula, mapping, patterns of writing, creating structured overviews, constructing study guides, and content area vocabulary development.

ED 184 393. HOW TO REDUCE VOCABULARY INTERFERENCE WHEN TEACHING ELEMENTARY SOCIAL STUDIES, by Sharon Wall Kossack and Edward Reichbach. 1979. 10 pp. EDRS price: MF01/PC01 plus postage.

Problems related to elementary school students' ability to read social studies materials are discussed. Emphasis is placed on the task that confronts the student while reading social studies materials and on the teacher's role in helping students improve their reading skills. Vocabulary is identified as the major factor contributing to reading difficulties. Five categories of vocabulary are discussed--standard, transitional, technical, changeable, and phrases. Suggestions to remedy problems associated with these categories of vocabulary words include pairing slow readers with more advanced peer tutors, preparing guides to direct students to ideas within specific paragraphs, offering oral as well as written examination, exploring multiple meanings of words with students, and frequently exposing students to unfamiliar words.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the Current Index to Journals in Education (CIJE), which is published on a monthly basis and is available at libraries throughout the country. In those cases where the journal annotation is not sufficient and the reader wishes to read the original article in its entirety, the reader must locate the appropriate issue of the journal in a library or on the newsstand. School, university, and public libraries are particularly good sources. If noted, reprints are available from University Microfilms (UMI), P.O. Box 1764, Ann Arbor, Michigan 48106.

EJ 255 000. "Reading for Learning: Going Beyond Basals in the Elementary Grades," by Irene West Gaskins. READING TEACHER, volume 35, number 3, pp. 323-328, December 1981. Reprint available from UMI.

This article provides a guide for designing lessons for teaching content area reading in the elementary grades.

EJ 253 663. "Learning to Read History Actively," by Kate Sandberg. JOURNAL OF READING, volume 25, number 2, pp. 158-160, November 1981. Reprint available from UMI.

The author suggests that questions that help students read actively in any situation can be adapted to fit history texts. Seven such questions are offered.

EJ 253 250. "Teaching Reading in Secondary Content Areas," by Vicki A. Jacobs and Suzanne E. Wade. MOMENTUM, volume 12, number 4, pp. 8-10, December 1981. Reprint available from UMI.

On the basis of their study of science and social studies reading problems in urban secondary schools, the authors present specific suggestions for the responsibility of the classroom teacher in selecting appropriate reading materials and helping students understand their content.

EJ 251 695. "What Does the Author Say, What Does the Author Mean? Reading in the Social Studies," by Mary Jo McGee Brown. THEORY INTO PRACTICE, volume 20, number 3, pp. 199-205, Summer 1981. Reprint available from UMI.

Although students may read every word of an assignment, lack of ability to make meaningful connections between words, phrases, sentences, and paragraphs can make interpreting and applying what they read impossible. Strategies are given for increasing reading comprehension in social studies instruction.

EJ 249 027. "Back to the Basics: Teaching Reading Skills to Social Science Students," by Barry K. Beyer. COMMUNITY COLLEGE SOCIAL SCIENCE JOURNAL, volume 3, number 2, pp. 14-19, Winter 1980-1981. Reprint available from UMI.

The author presents a rationale and suggests methods for teaching reading in college social science courses. He urges instructors to stress vocabulary and purpose when making reading assignments and discusses ways of passage marking; the skim, question, read, record, and review (SQ3R) method; and assignment mapping.

EJ 245 624. "Building Motivation Through the Use of Controversy," by John P. Lunstrum. JOURNAL OF READING, volume 24, number 8, pp. 687-691. May 1981. Reprint available from UMI.

This article shows how encouraging students to discuss controversial issues in reading assignments can help improve their comprehension.

EJ 245 599. "'The Time Has Come. . . ' to Develop Content Area Reading Independence," by Mary Dunn Siedow. READING IMPROVEMENT, volume 18, number 1, pp. 59-63, Spring 1981. Reprint available from UMI.

This article describes a reading program for seventh-grade students that was designed to smooth the transition from elementary school reading to junior high school content area reading.

EJ 236 537. "Study Guides: Potential Assets in Content Classrooms," by Leslie J. McClain. JOURNAL OF READING, volume 24, number 4, pp. 321-325, January 1981. Reprint available from UMI.

McClain suggests that study guides can help teachers set priorities and teach students how to learn through more efficient reading. A sample guide shows sections on background, vocabulary, organization, cause-effect, and detail.

EJ 234 102. "Locating Main Ideas in History Textbooks," by Dan Donlan. JOURNAL OF READING, volume 24, number 2, pp. 135-140, November 1980. Reprint available from UMI.

This article presents a three-stage process for teaching the logical relationships that exist in paragraphs. The aim is to help high school students differentiate main ideas from subordinate statements.

EJ 233 498. "The Role of Visual Literacy in Social Studies," by Thomas J. Buttery. CURRICULUM REVIEW, volume 19, number 5, pp. 450-453, November 1980. Reprint available from UMI.

This article reviews reading skills needed for social studies learning in the intermediate grades and expands on the skill area of comprehending graphic aids. The author suggests that

teachers must help children to perceive visual symbolism, interpret pictures, use graphics, maps, and globes, develop television and film literacy, and use visual expression.

EJ 226 946. "Staff Development in Content Reading: A Case Study for Social Studies Education," by James E. Schnitz and Richard A. Diem. ILLINOIS SCHOOL RESEARCH AND DEVELOPMENT, volume 16, number 2, pp. 57-68, Winter 1980. Reprint available from UMI.

This article describes a reading inservice program for secondary social studies teachers conducted in the Harlandale, Texas schools in 1977. Need for the inservice, project activities, and effectiveness of the training in changing teaching styles and improving student social studies and reading scores are discussed.

EJ 214 113. "To Teach a Social Studies Concept--Chunk It!" by Esther P. Valentine and Olive R. Francks. READING HORIZONS, volume 20, number 1, pp. 47-54, Fall 1979. Reprint available from UMI.

This article describes a process of chunking information whereby it is clustered into more compact thought units, such as phrases or clauses, and is then reformed into increasingly larger units of information. The authors note that this technique is useful in aiding students to read subject area material.

EJ 213 560. "Guidelines for Inservice Programs to Teach Reading in Content Courses," by Eunice N. Askov and Mary M. Dupuis. JOURNAL OF TEACHER EDUCATION, volume 30, number 5, pp. 16-18, September-October 1979. Reprint available from UMI.

Teaching methods for the improvement of reading skills within the context of junior and senior school regular content reading are suggested.

STUDENT AND TEACHER MATERIALS

Materials appropriate for teachers and students follow. Textbooks, curriculum materials packages, simulations, audiovisual programs, student resources, and teacher resources are included. Information for ordering materials is provided in each annotation. Please write directly to the publisher for more information.

STUDENT MATERIALS

ASSOCIATED PRESS NEWSPAPER READING SKILLS DEVELOPMENT PROGRAM. Grades 7-12.

Social Studies School Service
10,000 Culver Boulevard
Box 802
Culver City, California 90230
Price: kit containing 250 cards, 37 student logbooks, and 1 teacher's manual, $129.50.

This program designed for use by individual students uses the newspaper to develop reading and critical thinking skills and to encourage students' taking responsiblity for their own learning. The kit contains a card file of 150 articles from recent AP dispatches, 100 project cards describing activities students can do using the daily newspaper, a student logbook, and a teacher's guide describing ten lessons to use to introduce the program.

BOWMAR/NOBLE SOCIAL STUDIES KITS, by Erica Fox (grades 1-2) and Visual Education Corporation (grades 3-6). 1980-1981. Grades 1-6.

Bowmar/Noble Publishers, Inc.
4563 Colorado Boulevard
Los Angeles, California 90039
Price: 6 boxes containing story cards, 24-pp. paperbound teacher's guide, and 12 duplicating masters (grades 1-2 only), $96.90 each.

The BOWMAR/NOBLE SOCIAL STUDIES KITS are designed to provide high-interest supplementary readings for teachers who wish to reinforce reading skills in their social studies program. Because the topics of the readings are built around the expanding environments arrangement, the kits can be used to supplement virtually any basal text series. The kits for grades 1 and 2 include 25 copies (on cards) of 12 different stories for students to read and discuss as a group; worksheets test reading and social studies skills. The kits for grades 3-6 provide five copies each of 24 readings for students to read individually or in small groups; skill-checking questions appear on the backs of the cards.

LIFE SKILLS READING, by Carol Mullins. 1980. 112 pp. Grades 7-12.

Social Studies School Service
10,000 Culver Boulevard
Box 802
Culver City, California 90230
Price: $3.80; teacher's manual, $1.00.

This workbook focuses on essential reading skills for everyday life. Lesson topics include reading labels, following directions, looking up information, filling out forms and applications, understanding bills and taxes, and applying for jobs. While the reading level is grade 5-6, the program is designed to appeal to older students.

PRACTICING WORLD HISTORY SKILLS, by Glen E. Hughes and others. 1980. 148 pp. Grades 7-12.

Scott, Foresman and Co.
1900 East Lake Avenue
Glenwood, Illinois 60025
Price: $3.70; teacher's annotated edition, $5.21.

This book teaches reading skills using world history content. Designed to supplement either reading or world history curriculum at the junior high and senior high school levels, the book contains 144 exercises that focus on understanding the main idea, learning the vocabulary, and reading graphic aids. Organized chronologically into nine units with 16 exercises in each, topics include prehistoric life, Greece, Rome, explorations, the Renaissance and Reformation, various revolutions, the 20th century, and the world since 1945. The teacher's guide offers an introduction to use of the book and answers to the exercises.

READING AMERICAN HISTORY, by Glen E. Hughes and others. 1978. 148 pp. Grades 7-12.

Scott, Foresman and Co.
1900 East Lake Avenue
Glenwood, Illinois 60025
Price: $3.70; teacher's annotated edition, $5.21.

READING AMERICAN HISTORY teaches reading skills using American history content. Designed to supplement either reading or American history curriculum at the junior high and high school levels, the book contains 148 exercises that focus on understanding the main idea, learning vocabulary, and reading maps and graphs. Organized chronologically into 12 units of 12 exercises each, the workbook could easily be used to supplement a chronological or topical U.S. history course. Each exercise is a one-page, skill-focused activity. An introduction explains to the students both the skills taught and the exercises used to teach them. Topics cover U.S. history from the exploration period through Watergate. The teacher's edition provides the correct responses.

READING SKILLS FOR THE CONTENT AREAS. Grades 4-5.

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017
Price: 2 kits, $150.00 each.

These two kits, one for grade 4 and one for grade 5, are designed to help students develop and practice the skills needed to read science, social studies, and math texts. Reading strategies for vocabulary development and comprehension in each content area are presented. The topics were selected by examining content area texts at the appropriate grade levels.

READING SKILLS FOR THE REAL WORLD. Grades 7-12.

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017
Price: kit with 30 accompanying books, $199.98.

This kit is designed to develop students' "survival skills"--those skills needed to succeed in the "real world." Among the eight subjects covered are consumer economics, career awareness, and government and law. The reading level is controlled at the fourth-grade level.

READING SKILLS FOR SOCIAL STUDIES. 1980-1981. Grades 3-6.

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio 44136
Price: 8 workbooks, 64 pp. each, $2.96 each.

This series includes two workbooks for each level, grades 3-6. One workbook for each grade level focuses on "Using Maps, Charts, and Graphs." Following directions, reading bar graphs, and using symbols are among the skills covered. The second workbook for each grade level is "Understanding Concepts." These workbooks focus on developing the comprehension, vocabulary, and critical reading skills that will permit students to understand such concepts as democracy, customs, and money.

STUDY SKILLS FOR INFORMATION RETRIEVAL SERIES, by Donald L. Barnes and Arlene Burgdorf. 1979. Grades 4-8.

Allyn and Bacon
470 Atlantic Avenue
Boston, Massachusetts 02210
Price: 4 books, $3.75 each; 4 teacher's editions, $4.56 each.

This series of workbooks is designed to help students develop the skills needed to find, evaluate, and organize information effectively. Language arts, dictionary, and library skills are developed in the context of activities related to the content areas. Reading maps, charts, and graphs is also covered.

SOCIAL STUDIES READERS, by F.L. Ryan, J.I. Clark, and D.C. King. 1979. Grades 4-6.

Houghton Mifflin
One Beacon Street
Boston, Massachusetts 02107
Price: 3 books, 80 pp. each, $8.04 for 3 copies of 1 book; 3 teacher's guides, $1.68 each.

This series consists of three books designed to supplement the publisher's elementary series but usable alone as well. Titles are WINDOWS ON JAPAN, WINDOWS ON CANADA, and WINDOWS ON LATIN AMERICA. Each book contains stories, photoessays, and folktales pertaining to the subject country. Sections of each book emphasize such reading comprehension skills as comparing and contrasting, making inferences, and generalizing.

UNITED STATES IN THE MAKING, by Kenneth and Shelly Ann Uva. 1979-1980. Grades 4-12.

Globe Book Co.
50 West 23rd Street
New York, New York 10010
Price: 3 books, 156 pp. each, $2.97 each.

This set of three workbooks can be used as the core of a U.S. history course for upper elementary or junior high students as well as high school students who have difficulty reading. Each lesson combines practice in basic skills--reading, vocabulary development, and writing--with presentation of social studies content. Primary source materials is included.

USING TEXTBOOKS SUCCESSFULLY. 1982. Grades 7-12.

Scholastic, Inc.
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
Price: $1.95.

This workbook uses facsimile text pages to help students develop the skills needed to gather information from texts. Among the topics covered are reviewing an entire text; reading a chapter; reading social social studies, science, and math materials; and putting skills to work. Understanding specialized vocabulary, following

sequence, recognizing cause and effect, using maps and charts, critical thinking, and interpreting illustrations are social studies skills that receive particular attention.

WHERE HAVE WE BEEN ALL THESE YEARS?, by Barbara Nesbitt Slater. 1981. Grades 7-12.

Paul S. Amidon and Associates
1966 Benson Avenue
St. Paul, Minnesota 55116
Price: 4 books, 47 to 82 pp., $4.60 each or $12.75 for set; teacher's guide bound in two 3-ring notebooks, 1,083 pp., $68.50.

WHERE HAVE WE BEEN ALL THESE YEARS? is a four-part U.S. history program designed for use with low-level readers in junior and senior high schools. The program is written in an informal style at a controlled reading level. Aids to reading are provided in the four student books, and the two-volume teacher's guide contains many activities designed to develop reading skills. In addition to covering traditional U.S. history content, the program provides information that most texts assume was gained at an earlier grade. Connecting history to events in in students' lives is stressed; names and dates are not.

TEACHER RESOURCES

BACK TO BASICS IN SOCIAL STUDIES: IMPLICATIONS FOR THE CLASSROOM, by Barry K. Beyer. 1977. 50 pp.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
Price: $3.95.

Beyer presents a case for including his version of the basics--reading, writing, and thinking--in the social studies curriculum. This rationale is followed by guidelines and techniques for teaching these three basics in social studies. The paper concludes with a challenge to all social studies professionals: "Forward--not back--with basics."

IMPROVING READING IN EVERY CLASS, by Ellen Lamar Thomas and H. Alan Robinson. 1982 (3rd ed.).

Allyn and Bacon
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210
Price: $21.95.

This book provides literally hundreds of ideas for improving and expanding student reading skills--from word attack to general study habits. Many of the activities are applicable to social studies.

IMPROVING THE USE OF SOCIAL STUDIES TEXTBOOKS, edited by William E. Patton. 1980. 86 pp.

National Council for the Social Studies
3501 Newark Street, N.W.
Washington, D.C. 20016
Price: $6.95.

This bulletin is designed to provide teachers with strategies for improving the use of the instructional tool that dominates social studies teaching--the textbook. Two of the bulletin's seven chapters focus on problems related to readability. The first of these focuses on increasing all students' comprehension and reading skills through a variety of prereading, reading, and postreading activities. The second defines common reading problems encountered in student use of textbooks and provides specific suggestions for working with less-able readers. Another chapter provides ideas for improving students' ability to gain information from pictures and other illustrations.

ME? TEACH READING?--ACTIVITIES FOR SECONDARY CONTENT AREA TEACHERS, by Mary Beth Culp and Sylvia Spann. 1979. 200 pp.

Scott Foresman--Goodyear Books
1640 Fifth Street
Santa Monica, California 90401
Price: $9.95.

This resource book is designed to help secondary teachers teach reading in their particular content areas. Introductory chapters present a rationale for teaching reading in the content areas in secondary school: explain how to assess student reading levels, learn student interests and needs, and find appropriate materials; and discuss how to get students ready to read. The following chapters present numerous activities to help students develop vocabulary, improve comprehension, develop referrential, scanning, and skimming skills, and improve their functional reading.

READING ACTIVITIES IN CONTENT AREAS, by Dorothy Piercey. 1982 (2nd ed.).

Allyn and Bacon
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210
Price: $18.95.

Subtitled AN IDEABOOK FOR MIDDLE AND SECONDARY SCHOOLS, this book provides step-by-step activities for helping students become successful learners in every subject area. A coordinated set of 45 duplicating masters to help students become more proficient in the language skills needed for success in English, social studies, mathematics, science, journalism, speech, health, and other areas is also available. Contact the publisher for more information.

SOCIAL STUDIES IN ELEMENTARY EDUCATION, by John Jarolimek. 1982 (6th ed.).

Macmillan Publishing Co.
866 Third Avenue
New York, New York 10022
Price: $14.36.

This sixth edition of Jarolimek's elementary studies methods text provides a complete chapter focusing on "Reading to Learn in Social Studies." The chapter covers such topics as assessing students' reading levels, using study aids and study skills to improve reading, developing social studies vocabulary, improving comprehension, and learning to interpret ideas. Many specific techniques for developing students' skills are described.

TEACHING READING IN THE SOCIAL STUDIES, by John P. Lunstrum and Bob L. Taylor. 1976. 101 pp.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
Price: $5.95.

Practical strategies, techniques, and resources for teaching reading in the social studies are described in detail in this handy sourcebook for K-12 classroom teachers. Research related to these successful practices is also described for those who wish to further pursue teaching reading in social studies.

TEACHING READING IN THE SOCIAL STUDIES: A GLOBAL APPROACH, by George G. Otero, Jr. and Carol Moeller. 1978 (rev. ed.). 325 pp.

Center for Teaching International Relations
University of Denver
Denver, Colorado 80208
Price: $9.95.

This volume contains supplementary activities for building basic reading and social studies skills. It contains more than 45 activities with a global perspective; areas covered include reading skills, concept development, word meanings, social studies vocabulary, functional literacy, and map reading.

TEACHING READING IN THE SOCIAL STUDIES: A GLOBAL APPROACH FOR PRIMARY GRADES, by Mary C. Gold. 1978.

Center for Teaching International Relations
University of Denver
Denver, Colorado 80208
Price: $7.95.

The activities in this teaching guide focus on reading and thinking skills useful in the development of a global perspective in primary-level students. The activities can be used in social studies, language arts, and reading courses. Provided for each of the 19 varied activities are an overview, student objectives, grade level, time required, materials needed, teaching procedures, evaluation techniques, and masters for needed handouts.

TEACHING STUDY SKILLS: A GUIDE FOR TEACHERS, by Thomas G. Devine. 1981. 368 pp.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210
Price: $16.95.

The author of this guide provides numerous practical suggestions to help teachers develop their students' study skills, broadly defined to include everything from listening to reading, vocabulary development, and critical thinking. Many of the suggestions are applicable across content areas while others are keyed to specific subjects. A final chapter deals with motivating students to learn study skills and developing a comprehensive study skills program.